SPANISH SCHOOL

AUG 15 1972

14 August 1972....

To F. André Paquette.....

Here is my report on the 1972 Spanish School. Because of the general shortage of time, various deadlines and the active life of our School, I have had to put the report together in bits and pieces and over a period of a week or more. This is not an excuse, merely a statement of facts. On the whole, it still says what I want it to say and, I hope, in a satisfactory manner.

The appendices are being compiled by Mrs. Crow (full-time) and Mrs. Shepherd (part-time), and will be delivered to you by Mrs. Crow as soon as they are complete--probably in a few days.

Yours,

Bob

REPORT ON THE 1972 SPANISH SUMMER SCHOOL

Robert G. Mead, Jr.
Director

In comparison with 1971, this year's Spanish Summer School "meshed" much more quickly and, in general, functioned effectively from the first day. Registration went smoothly, thanks to Dean Roger Peel's careful preparations over the previous winter and spring.

An esprit-de-corps developed promptly, and both students and faculty soon identified with the School. Student complaints were less frequent and much less serious than in 1971, and the dining room atmosphere and the composition and quality of the meals made for a pleasant, open environment with much free conversation. The twice-weekly singing of Spanish songs after dinner attracted a large and faithful group of students and, as always, Emilio Núñez directed the singing with his characteristic charm. Alfonso Gil's Theater Workshop also contributed to school spirit and proved as popular as ever. Four excellent Spanish films, preceded by a brief, pointed commentary, and the lecture series on approaches to literary criticism, given voluntarily by eight professors, created a rich extra-curricular cultural program, to which contributions were also made by the Spanish radio program (Sunday through Thursday, 8-9 p.m.) and lecture-discussions by Mills Edgerton and the Director (on the Spanish teaching profession and the teaching of Hispanic culture), by Alfonso Gil (on the contemporary theater in Spain), by Alfredo Ramón (on El Greco), and by Guido Gómez de Silva (on phonetics). A picnic at Lake Dunmore, the student production of "Las Barbaridades," and several receptions over the session for the whole School, as well as an end-of-session dinner honoring the faculty, helped to sustain the spirit of camaraderie which had developed in the first few days of the School's life.

On balance, despite the unusual hot and humid weather which characterised the first half of the session, the School in my opinion achieved a considerable degree of success in regard to the curriculum, extra-curricular events, physical facilities and services. Also contributing to this success was an innovation this year--the establishment of social lounges for students in Gifford Hall and for faculty in Hepburn Hall. In fact, the wealth and variety of our curriculum and extra-curricular activities created an embarras de richesses for many of our students. The most frequent student complaint during the latter part of the session, expressed with a sort of rueful cheerfulness, was that there simply wasn't time to do justice to course-

work and attend all the desirable cultural events. (In the School's opening ceremony the Director had warned the students of this dilemma, and had advised them that each individual would simply have to force himself to choose among several options on any given day.)

There were, however, a few weaknesses of a general nature which, to a small degree, tempered the overall success of the School.

The dining room in Cook was quite distant and removed from the Hepburn-Gifford nucleus of the School. Consequently, the terrace of Cook did not become the scene of a tertulia or post-meal social gathering such as occurred on the Proctor terrace last year. Also, the frequent rains of the summer reduced the possibility of these tertulias on the terrace. The fact that meals were served over a period of an hour-and-a-half, with only a portion of the School ever being in the dining-room at a given time, also worked a bit against the total feeling of community which the single-seating arrangement yielded in Proctor in 1971.

Also militating, to some extent, against the feeling of unity within the faculty itself was the existence of what some colleagues called the Madrid "clique". This group, composed of instructors who came from Middlebury's Program in Madrid tended to band together quite understandably, while the rest of the faculty remained more or less inchoate and never formed any clearly discernible nuclei. This is not to imply, however, that there was no satisfactory social intercourse among the faculty. In my opinion, there was adequate friendly contact and whatever groupings developed were, I believe, inevitable.

Measured against the success of the School these social defects were, in my view, clearly of minor importance.

As can be observed in Appendix E, the teaching assignments covered all the four areas in the Middlebury M. A. curriculum (as well as the fields included in the revised D.M.L. program). Students frequently observed to the Director that they were pleased by the wide range of courses offered in the 1972 School, and remarked particularly on such innovations as the mini-courses in literature, the mini-course in Bilingual Education, the better balance between Peninsular Spanish and Spanish American courses in literature, and the wide selection of courses available in literature. The courses in Spanish and Spanish American

Culture and Civilization continue to be popular, and Alfredo Ramón's course in Spanish art was well-liked. Also frequent were observations made to the Director by students which indicated their pleasure over the fact that the Spanish School had already begun to implement a number of the suggestions made in the encuesta or student opinion poll of 1971.

Certain specific courses evoked significant comments. These are indicated below, with the instructors' names included. The comments are culled from a questionnaire (copy attached) which was distributed to all students at the beginning of the fifth week of the School. About 60% of these questionnaires had been returned at the time this report was drafted. Other significant comments from the questionnaire are also included in regard to curriculum, extra-curricular activities, and facilities and services. An analysis of the student questionnaire is attached, and forms pp. 5-6 of this report.

Before passing on to other sections of this report, I should like to acknowledge the contributions to the success of this year's Spanish School made by Elisa González Soldevila and Mrs. Doris Crow, our hardworking secretaries. Our greatest debt, however, is to Dean Roger M. Peel, without whom the Spanish School would not have been able to function effectively. He is the very model of selfless devotion and dedication to the best interests of the School, and his wife Emily, who worked part-time during the summer, was also very devoted and efficient. I should like to commend both of them very highly.

New courses and other innovations planned for the 1973 Spanish Summer School are as follows:

1. Inaugurate an intensive course in Portuguese language to be taught by Russell Hamilton, University of Minnesota.
2. Organize a course (or courses) in Methods of Teaching Spanish, to be taught cooperatively by Manuel Pacheco and Richard Barrutia (Univ. of California, Irvine), and to emphasize individualized instruction, microteaching, cross-cultural contacts, and workshops devoted to student interests and keyed to their preparation and abilities. (A memorandum regarding this proposal was handed to the Director of the Language Schools, the Dean, and to Professor Pacheco during the first week in August.)
3. Request Emilio Núñez to give a course in the history of Spanish music (which would replace his usual series of non-credit lectures on Spanish music.).
4. Recast lecture series to be presented by eight volunteer professors in the area of Hispanic literatures. (Frank Dauster to arrange and invite participants for this series.)
5. Mills Edgerton to reorganize and improve the 1973 Spanish Language Proficiency Clinic.
6. Frank Dauster will teach one full and one mini-course in Spanish American Literature.
7. The Director of the Spanish School will teach a 300's level course, a seminar on the Modern Spanish American Essay for students with a strong background in Spanish American literature and civilization.
8. The Dean will teach a mini-course in the Colombian writer, Gabriel García Márquez
9. A more carefully-planned movie program, with each film to be preceded by a two-to-three minute pointed commentary by a knowledgeable faculty member and followed by a general discussion for about ten to fifteen minutes.

I. COMMENTS ON PROFESSORS

Bosch, Spanish Peninsular Literature--too rigid and inflexible in his ideas; well-informed, but talks more than necessary and doesn't allow students to talk enough.

Casás, Spanish Peninsular Culture and Civilization--his course is very good and popular but a background in history is needed to fully appreciate it, and there is perhaps a bit too much emphasis on architecture.

Crosby, Spanish Golden Age Literature--his "method" (questions inter alia rather than a formal presentation by the instructor) seemed strange and unusual at first to many students and, later, was liked by some and disliked by others.

Favorable Mention--A number of respondents commented favorably upon the following instructors: Camacho (Span. American Literature); Eyzaguirre (Span. American Culture & Civilization); Dauster (Span. American Theater); Pacheco (Methods and Bilingual Education).

Other Professors--They were mentioned occasionally, and comments were generally favorable. It should be pointed out that, as one might expect, more comments seemed to be made about those instructors who had large classes (40-50 students).

II. ESPECIALLY POPULAR COURSES

Ramón, Spanish Peninsular Art--"Velázquez, Goya, Picasso"

Pacheco, Pedagogy--"Methods of Teaching Spanish," "Bilingual Education"

Casás, Culture and Civilization--"Spanish Peninsular Culture and Civilization"

III. SIGNIFICANT GENERAL COMMENTS

A. Curricular

Admissions--better screening needed! Toomany below-par speakers on campus (by their own admission in some cases).

Classes--10-min. period for questions and comments needed at the end of each class; signal needed to make sure that all classes begin and end on time; the number of books studied in each course should not be excessive (no more than 5 or 6); there simply isn't enough time to complete all the course-work and the examinations (this is probably the most frequent complaint); questionnaires should be distributed in all courses and the instructors should read and learn from them.

Black Students--Middlebury must increase the number of black students and those of other minority groups.

Library--the Hispanic collection needs improvement and enlargement; copies of important and expensive reference texts used in courses should be purchased and placed on reserve.

Proficiency Clinic--The amount of attention to the student's individual problems should be increased, or the Clinic be replaced by a course in remedial phonetics.

Music--there should be a regular course for credit in Hispanic music.

Advanced Spanish Language--Student papers should be corrected and returned more promptly; Levy's Present-Day Spanish should be replaced by a better text; course should be sectioned according to student ability; there should be ample conversation as well as grammar and idiom study in the course.

Spanish American Culture and Civilization--Spanish America is much too vast and complicated an area to be studied in six weeks, and course should be divided with coverage in two summers instead of one.

Students who are not teachers--What does Middlebury do for their special interests? What can Middlebury, within its limitations of time and budget, do for them?

Theater Workshop--increase the student participation; maintain a stricter schedule for rehearsal and work; student working-hours are sometimes excessive.

B. Extra-Curricular

Juramento--Several complaints about unidentified people who broke the language pledge and others (also unidentified) who speak English in the dormitories.

Radio Program--Very, very popular, but hour of program should be changed so as not to conflict with other cultural events.

Movies--In general, good. One or two respondents wondered if we couldn't have comic films (Cantinflas) or, at least, some which were less violent and depressing.

Spanish-language periodicals--There should be more periodicals in Spanish available in the student lounge (New York City Spanish-language newspapers, for example).

C. Facilities & Services

Dormitories--some showers don't function; more efficient dryers and washers are needed; some rooms are too dark and need lighter paint; better lighting needed as well as table lamps.

Dining Room--very strong sentiment to return to Proctor; too many professor form cliques and sit at the same table; they should circulate more among the students.

School Commons Room--there should be a large lounge where students and professors can meet freely and informally in a purely social ambiente.

Dining Hall Workers--The number of workers should be doubled and the financial aid reduced to $100 per student. This arrangement would permit more time for workers to study and relax than it is possible for them to do at present.

Sample Questionnaire

ENCUESTA

Verano de 1972

Se les suplica a los estudiantes rellenar cuanto antes este cuestionario y devolverlo el viernes 4 de agosto a más tardar a la Oficina de la Escuela Española en Sunderland, segundo piso.

1. ¿Qué cursos le han parecido superiores o muy buenos?

2. ¿Qué sugerencias tiene para mejorar uno (o más) de los cursos?

3. ¿Textos que le han gustado?

4. ¿Textos que considera inferiores?

5. ¿Otro comentario o sugerencia sobre cualquier aspecto de la Escuela?

Supersedes First Draft

15 Aug. 72

1973 SPANISH SUMMER SCHOOL
Second Draft of Instructional & Administrative Budget

Instructor	Total Salary	Net Salary & Travel
Alvarez Morales, E.	$1600	$1400 plus $200
Alvarez Morales, M.	$1800	$1600 plus $200
Barrutia, R.	$2800	$2800
Camacho, E.	$2800	$2800
Casás, R. A.	$2300	$2300
Dauster, F.	$3500	$3500
Edgerton, M.	$3500	$3500
Eyzaguirre, L.	$2200	$2200
García Lorca, F.	$1000	$1000 plus $200
García Lorca, L.	$1000	$1000 plus $200
Gil, A. M.	$2000	$1800 plus $200
García F., A.	$900	$500 plus $200
Mattern, S.	$700	$500 plus $200
Quintana de U., G.	$700	$500 plus $200
Hamilton, R.	$2800	$2800
Núñez, E.	$1600	$1400 plus $200
* Pacheco, M.	$1000	$1000
Mallis, L. Ramírez	$1400	$1400
Ramón, A.	$1800	$1600 plus $200
Sagüés, R.	$1600	$1400 plus $200
Temprano, J. C.	$1800	$1600 plus $200
[1] _____	$1400	$1400
[1] _____	$1400	$1400
[1] _____	$1400	$1400
[1] _____	$1400	$1400
Mead, R.	$4300	$4300
Peel, R.	$4500	$4500
González S., E.	$900	$700 plus $200
	54300	51700 2600

[1] Blanks represent the four instructors in Adv. Span. Lang. yet to selected by Mills Edgerton.

NOTE: Before budgetary matters can be settled, Roger Peel must see the actual budget for 1972 and compare it with the figures proposed above. Once he and Andy Paquette have agreed on the 1973 salaries, the policy on travel allowances, the dollar value of room and board, etc., they should let Bob Mead know the results of their discussion immediately. Only then can he write letters to the above proposed staff members and offer them a definite assignment and clearly stated compensation.

NOTE:[2] Is the matter of Guido Gómez de Silva and the Lang. Clinic settled?

* The salary of $1000 corresponds to a "short" course in Bilingual Education which Pacheco discussed briefly with me just before he left. If he actually teaches a full 3-wk. minicourse in 1973 we would probably have to increase his salary to $1200-$1400.

FIRST DRAFT

1973 SPANISH SUMMER SCHOOL
Draft of Instructional & Administrative Budget

Instructor, Salary and Travel			Courses
Alvarez Morales, E.	$1400	$200	Adv. Spanish Lang., 2 sections
Alvarez Morales, M.	1600	200	Spanish Baroque Poetry; Contemp. Sp. Amer. Novel
Barrutia, R.	2800	200	Methods of Teaching Spanish
Camacho, E.	2800		Spanish Poetry, Gen. of 1927; Span. American Modernism
Casás, R. A.	2300		Spanish Civilization & Culture
Dauster, F.	3500		Coordinator, Literature Courses; Borges minicourse, first three weeks; Cortázar: novel and short stories
Edgerton, M.	3500		Coordinator, Language Courses and Clinic; Span. Ling.
Eyzaguirre, L.	2200		Span. Amer. Culture & Civ.; minicourse Sp. Amer. poetry
García Lorca, F.	1000	200	Aspects of Federico García Lorca
García Lorca, L.	1000	200	Golden Age Theater
Gil, A. M.	2000	200	Director, Theater Workshop, leading actor
García F., A	500	200	Actor, theater assistant
Mattern, S.	500	200	Actress, theater assistant
Quintana de U., G.	500	200	Actor, theater assistant ; Spanish Radio assistant
Hamilton, R.	2800		Intensive Portuguese
Núñez, E.	1600	200	Musical Director; course in Spanish music
Pacheco, M.	2700		Methods of Teaching Spanish
Ramirez Mallis, L.	1400		Adv. Span. Lang., 2 sections
Ramón, A.	1600	200	History of Spanish Art
Sagüés, R.	1400	200	Adv. Spanish Lang., 2 sections
Temprano, J. C.	1600	200	Adv. Spanish Lang., 1 section; course in Med. lit.
	1400		Adv. Spanish Lang., 2 sections
	1400		Adv. Spanish Lang., 2 sections
	1400		Adv. Spanish Lang., 2 sections
	1400		Adv. Spanish Lang., 2 sections
Mead, R.	4300		Director; course in Mod. Span. American Essay
Peel, R.	4500		Dean; minicourse on García Márquez, second 3 wks.
González S., E.	700	200	Secretary, Spanish School
[1] Gómez de Silva, G.	1600	400	Spanish Lang. Clinic; Spanish Phonetics
	55000	3200	= 58200

[1] Information about Gómez de Silva's assignment did not reach me (from Mills Edgerton) until after the above draft had been prepared for the Report.

1973 SPANISH SUMMER SCHOOL

Tentative Courses in Literature

Instructor	Courses	Area
Alvarez Morales, Manuel	Spanish Baroque Poetry	Peninsular
	Contemporary Span. Amer. Novel	Span. American
Camacho, Eduardo	Spanish Poetry, Generation of 1927	Peninsular
	Spanish American Modernism	Span. American
Deuster, Frank	Minicourse on Borges(stories & poems) (first 3 weeks)	Span. American
	Prose of Julio Cortázar	Span. American
Eyzaguirre, Luis	Modern Span.American Poetesses (mini-course, first 3 weeks)	Span. American
García Lorca, Francisco	Aspects of Federico García Lorca	Peninsular
García Lorca, Laura	Spanish Theater of the Golden Age	Peninsular
Mead, Robert	Modern Span. American Essay	Span. American
Peel, Roger	Fiction of García Márquez(minicourse, last 3 weeks)	Span. American
Temprano, Juan	Forms of Medieval Literature	Peninsular

Summary by Area

Peninsular Literature: 5 full courses

Spanish American Literature: 4 full courses
1 1/2 minicourses

Note

All instructors, resident in Spain or the U.S., have been urged to send their course descriptions and booklists as soon as possible to Dean Roger Peel. This is also true in the case of instructors in the areas of language, pedagogy and culture and civilisation, including those who will teach art history and music next summer (and, of course, the Theater Workshop).

TO ✓ F. André Paquette .....
Roger M. Peel .....
.....
.....
.....
.....
FROM R. G. Mead, Spanish School .....

Inter-Office Memo

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT

SUBJECT ....Miscellaneous Memoranda, Spanish School .....

DATE 14 August 1972 .....

Robert Dash—Roger has a "list" of examination themes, readings, and critical bibliography prepared for Mr. Dash to work on in Paris and on which he will be examined in Madrid early in1973 by Eduardo Camacho and other suitable professors of Middlebury's staff there.

Pedro Harispe—Rafael Bosch and I corrected the draft of the first chapter of his DML thesis during this session. Bosch (whom we don't plan to ask to teach in 1973) seems to be the most suitable advisor for further work by Mr. Harispe, if and when he continues to write further chapter-drafts.

Russ Hamilton—Intensive Portuguese, summer 1973. Has been asked by a letter (14 August) to send Roger his detailed course description and booklist for intensive Portuguese as soon as possible and no later than Oct. 15.

Eduardo Camacho—has been requested orally and by a copy of this same memorandum to please check with staff members in Madrid who will teach here next summer to make sure that they send in their course descriptions and textbook lists, etc., to Roger Peel as soon as possible. Besides Camacho himself, this would involve the two García Lorca's, Gil, Núñez, and Ramón. I managed to speak to all the above except the García Lorca's (who are in Spain) before they left Middlebury and stressed the need for sending these materials in soon.

Just before they left Middlebury, Gil, Núñez and Ramón discussed the problem of suitable texts for their courses next summer, and concluded that they might have to request that xerox copies of texts, illustrative materials and perhaps slides be made here at Middlebury for use in their summer courses. They were all doubtful that proper materials, economically priced and suitable in all aspects would be easily obtainable in Spain or Spanish America. Núñez was particularly concerned about the availability of reasonably priced materials for his course in Spanish music in view of the fact that most of his prospective students will probably not be able to read music. Gil was considering the need to have xerox copies of plays made here in order that students could use them for learning parts in the plays in which they participated. Ramón was concerned over the prohibitive prices of most volumes of art reproductions.

Spanish Methods Course, 1973—Just as he left on 14 August, Manuel Pacheco told me that he'd been offered and had accepted the position of Dean of Students at Texas A & I University in Laredo. This means he won't be able to return for the entire six-weeks session next summer. But he would like to return and give a course in bilingual education for a shorter period of time. Perhaps he and Dick Barrutia could work out an arrangement convenient to both of them, with Dick teaching full-time and Manuel part of the time. (Andy has Dick's phones and addresses in Mexico City and his address at Irvine, California, in case he wants to sound him out.)

1972 ENROLLMENT - SPANISH SUMMER SCHOOL

Alvarez, Louis B.

Amenta, Theresa M.

Andrews, Anadia T.

Artrip, Dorothy B.

** Ashley, Gardiner F

Barbagallo, Antonio A.

Barrera, Margarita M.

Beeson, Diane K.

Bergeson, Eleanore L.

Berlau, Beverly A.

Biehn, Aubrey F.

Bio, Anna M.

Bio, Ernest

Bland, Marie D.

Blankmeyer, Charles H.

Blauman, Barbara

Bohning, Margaret L.

Borland, Isabel D.

Boschetto, Sandra M.

Brant, Barbara A.

Breau, Linda A.

Breen, Katharine

Brown, Rosemary

Bryant, Jepp M.

Buhler, Carole G.

1972 ENROLLMENT - SPANISH SUMMER SCHOOL

Bunting, Floy G.

Bustillo, Silvia A.

Bustos, Cecilia H.

Butnor, Joan M.

Buzzi, Carlo D.

Caesar, Carol L.

Caminero, Gertrudis D.

Carroll, Faith

Chaney, John

Cioffi, Michael R.

Cisco, Linda S.

Cofrancesco, Mary L.

Corbett, Marsha A.

Corkerton, Patricia L.

Cromley, Keith

Curry, Sharon E.

D'Agostino, Josephine

Debacher, Dianne M.

DeCaria, Mary E.

De La Torre, Carlos M.

Denham, Douglas M.

DeVelasco, Joaquin F.

DiCesare, Bette A.

Dinelli, Ann R.

Dobek, Audrey M.

~~Doeg, Robert L.~~

Dorenbusch, Ann

Dubbelde, Janet S.

Duffy, Patrick A.

Elkins, Rogene

Ettman, Margaret L.

Etzel, Susan

Fernandez, Fernando

Fete, Margaret R.

Fitzmaurice, Arline

Fontaine, Gerard

Fowler, Kathleen

Friend, Leslie M.

Fuquay, Janet L.

Gaffer, Elliot H.

Gallizzi, Nancy M.

García, J. Leonel

Garrett, Edleen S.

Gilbert, Karen J.

Giordano, Mario

Gochman, Eva R.

Gochman, Stanley I.

Goldstein, Nancy A.

Golub, Carnelita S.

1972 ENROLLMENT - SPANISH SUMMER SCHOOL

Gomez, Diego

Gomez-Amador, Luis

Graham, Neil

Gramatges, Gloria M.

Guerrieri, Helen

Hart, Margaret S.

Hawkes, Robert H.

Hawkins, Mary Jane

Hayes, Yvonne R.

Hendon, Ursula

Heptner, Angela M.

Hernandez, José A.

Howley, Helen P.

Hunter, Lynda J.

Hynes, Christine E.

Jacobs, Frank E.

Jones, Courtney C.

Kantor, Pamela E.

Kapica, Eileen

Katz, Lois

Kellner, Magdalena

Kiely, John V.

Kilburn, Teresa D.

Kreger, Cheryl L.

Kutash, Malcolm J.

Lackes, Charles A.

Lake, Neville

Lauricella, Victoria R.

LeBel, Pauline L.

Lefmann, Joan

Lenhart, Susan G.

Levin, Wendy

Levy, Stephen L.

Lewis, Aurora

Lewis, Robert E.

Lloyd, Mary P.

Loeffler, Dale M.

Loud, Barbara J.

Love, Beverly A.

Lugo-Alvarez, Ruth E.

Lukas, Ellen J.

Lundberg, Bonny Lee

Lynch, Kevin T.

MacTaggart, Philip A.

Maier, Kathryn K.

Malinowski, Maria K.

** Manganiello, Antonio F

Mares, Cynthia D.

Marketto, Barbara A.

Martin, Cynthia

Maseda, Maria M.

Mashek, Lyssa J.

Maybee, Marjorie A.

McAuliffe, Kevin M.

McCandless, Marilyn

McCloskey, Joseph E.

McKinney, Rev. J. Francis

McLane, Katherine M.

McNabb, Patricia M.

Medley, Mary

Meierhoffer, Lynn V.

Mello, Francis R.

Melone, Wendy M.

Metz, Robert W.

Mikels, Harriet A.

Miller, Mary E.

Monroy, Gerard F.

Monteleone, Leonard J.

Moore, Thomas H.

Moran, Frances M.

Morin, Marie D.

Murtaugh, John T.

Needleman, Lucy R.

Neisser, Suzanne M.

Neves, Joan

Nodarse, Mari-Ann

Nunes, Frances

Palmer, Cherie

Palumbo, Joann T.

Parker, Grace M.

Pasko, Edward A.

Permakoff, Valerie C.

~~Pettigrew, Jean E.~~

Powell, Mary M.

Pratte, Catherine A.

Priddy, Glenn R.

Puch, Paul

Pyle, Linda M.

Quatrocchi, Donna M.

Ragan, Margaret A.

Ramsey, Cynthia V.

Reynolds, Nancy D.

Riera, Sonia M.

Riley, William

Rivero, Marilyn

Roberts, Colyn B.

Robinson, Cathleen

Robinson, Jenny L.

Rodríguez, Carmen I.

Rodríguez, Gerardo

Rodríguez-Barbera, Joaquín J.

Rosales, Mary T.

Rosenberg, Graciela P.

Rosenberg, Marilyn F.

* Sainer, Alice

Santiago, Julia

Schmitz, George C.

Schoenbaum, Barbara J.

Sclafani, Peter J.

*** Semler, George, Jr.

Shay, Juanita

Smith, Diane C.

Smith, Jacqueline J.

Soifer, Sheryl

*** Sotolongo, Jesús

Steen, Kevin R.

Steuer, Justyna M.

Sullo, John

*** Swain, Oren Jr.

Swedlick, Solomon

Tabaczynski, Lois C.

Taboika, Frank

1972 ENROLLMENT - SPANISH SUMMER SCHOOL

Teague, Rubye R.

Tejera, Diego V.

Thomas, Elizabeth

Thomas, Gray C.

Thorn, Margaret A.

Tripicchio, Lena M.

Trivelli, Remo J.

Tyree, Joan T.

Ulbrich, Charles R.

Van Stichel Eliane

Van Valkenburg, Janet C.

Varricchio, Andrea

Vasko, Marilyn R.

Vosper, Dinah H.

Walker, Carol D.

Waring, Joan M.

Warren, William S.

Webster, Patricia E.

Wiggins, Jane E.

Williams, Marilyn

Woods, Gail N.

Woods, Helen M.

~~Wright, William G.~~

Wuagneux, Elizabeth C.

Wuagneux, Robert P.

Yglesias, Denise

OFF CAMPUS STUDENTS

Caminero, Gertrudes D., Mrs.
3 Benedict Lane
Middlebury, VT 05753

Gochman, Eva R., Mrs.
c/o J. Holdman
RD 3
Middlebury, VT 05753

Gochman, Stanley I.
c/o J. Holdman
RD 3
Middlebury, VT 05753

Rivero, Marilyn, Mrs.
c/o Kimball
Seymour St.
Middlebury, VT 05753

Semler, George, Jr.
General Delivery
Jovesville, VT 05466

Sotolongo, Jesús
General Delivery
E. Middlebury, Vt. 05753

Swain, Oren, Jr.
c/o Mottram
10 Gorham Lane
Middlebury, VT 05753

Trivelli, Remo J.
c/o Sappio
Happy Valley Rd.
RD 3
Middlebury, VT 05753

Warren, William S.
P O Box 614
Middlebury, VT 05753

GRADUATES		UNDERGRADUATES	
Men	Women	Men	Women
63	148	0	8

DEGREES

Men		Women	
B.A.	52	B.A.	131
M.A.	10	M.A.	16
Ph.D.	1	Ph.D.	1
None	0	None	0

215 students
4 auditors

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

2	Alabama	4	Maine	17	Pennsylvania
	Alaska	6	Maryland	4	Rhode Island
	Arizona	19	Massachusetts	3	South Carolina
1	Arkansas	2	Michigan		South Dakota
7	California		Minnesota		Tennessee
2	Colorado		Mississippi	4	Texas
19	Connecticut	4	Missouri		Utah
	Delaware		Montana	7	Vermont
2	District of Columbia		Nebraska	6	Virginia
4	Florida		Nevada		Washington
	Georgia	2	New Hampshire		West Virginia
	Hawaii	15	New Jersey	3	Wisconsin
	Idaho	1	New Mexico		Wyoming
5	Illinois	55	New York		* * *
	Indiana	3	North Carolina	2	Canada
1	Iowa	1	North Dakota		England
	Kansas	6	Ohio		France
1	Kentucky		Oklahoma		Japan
1	Louisiana	1	Oregon	4	Puerto Rico
				3	Spain
					Germany
					Italy
				2	Other

Appendix E

1972 SPANISH SCHOOL

FACULTY AND STAFF ASSIGNMENTS

NAME	COURSES AND ENROLLMENT	HOURS TAUGHT WEEKLY	OTHER DUTIES
Mead, R.G., Director	.....	.....	.....
Peel, R.M., Dean	.....	.....	.....
Peel, E.L.	Assistant to the Dean	15 - 20 hours/wk.	.....
Aguilar Mora, J.	Adv. Sp. Lang., 2 sections, 14	20 hours	.....
Alvarez Morales, E.	Adv. Sp. Lang., 2 sections, 18	20 hours	.....
Alvarez Morales, M.*	Romanticism in Sp. Am. Lit., 20	5 hours	.....
	Contemp. Sp. Am. Novel, 20	5 hours	
Arroyo, Millán	Contemp. Spain, 20	3 hours lecture 4 hours discussion	D.M.L. examiner
Bell, G.	Adv. Sp. Lang., 2 sections, 14	20 hours	.....
Bosch, R.*	Bécquer & Romantic Poetry, 23	5 hours	D.M.L. examiner
	Modern Sp. Novel, 22	5 hours	
Brody, R.	Adv. Sp. Lang., 2 sections, 18	20 hours	D.M.L. examiner
Camacho G., E.*	20th Cent. Sp. Am. Poetry, 13	5 hours	D.M.L. examiner,
	Modernist Poetry in Sp. America, 12	5 hours	Advisor, Madrid program
Cásas, R.A.*	Spanish Culture & Civilization, 45	3 hours lecture 4 hours discussion	D.M.L. examiner
Crosby, J.*	Don Quijote, 12	5 hours	D.M.L. examiner
	Quevedo, 10	5 hours	
Dauster, F.*	Contemp. Sp. Am. Theatre, 22	5 hours	D.M.L. examiner; coordinator, lit. courses and lecture series in lit. crit
Edgerton, M.	Linguistics, 25	3 hours lecture 2 hours discussion	D.M.L. examiner; coordinator, lang. courses; Advisor, Madrid program
Eyzaguirre, L.*	Sp. Am. Culture & Civilization, 32	3 hours lecture 2 hours discussion	D.M.L. examiner
	Neruda, 12	5 hours (mini-course)	

NAME	COURSES AND ENROLLMENT	HOURS TAUGHT WEEKLY	OTHER DUTIES
García F., A.	Theater Workshop & Radio Assistant	50 hours	Play production aide
Gil, A. M.	Theater Workshop Director, 20	50 hours	.....
Gómez de Silva, Guido	Spanish Language Proficiency Clinic, Director, 35	Periodic individual consultations with students in clinic: 20-plus hours	D.M.L. examiner; one lecture on linguistics one lecture in D.M.L. Seminar
González, E.	Spanish School Secretary	30-40 hours	.....
Mattern, S.	Theater Workshop assistant and actress	50 hours	.....
Miró, E.*	Unamuno, 34	5 hours	D.M.L. examiner
	Theater of Valle-Inclán, 8	5 hours (mini-course)	
	Theater of García Lorca, 9	5 hours (mini-course)	
Núñez, E.	Musical Director Director of Sp. School Chorus Lecture series in Spanish music	20-plus hours	Assists in theater & radio productions
Pacheco, M.	Methods of Teaching Spanish, 35	5 hours	.....
	Bilingual Education, 22	5 hours (mini-course)	
Quintana de Uña, G.	Radio Program assistant, Theater assistant, actor	50 hours	.....
Ramírez M., L.	Adv. Sp Lang., 2 sections, 15	20 hours	.....
Ramón, A.	Velázquez, Goya, Picasso, 45	5 hours 1 hour (discussion)	Public lecture on El Greco
Sagüés, R.	Adv. Sp. Lang., 2 sections, 15	20 hours	D.M.L. examiner
Temprano, J.C.	Adv. Sp. Lang., 2 sections, 18	20 hours	.....

* These faculty members participated ih the lecture series on literary criticism, each giving one lecture.

F

APPENDIX F

General Statistics

School SPANISH Session 19 72

GENERAL STATISTICS

1. Total No. of students enrolled at opening of session: 219*
2. Number of students withdrawing after opening of session: 3
3. Number of states from which students came: 31
4. Number of foreign countries from which students came: 5
5. Number of male students: 63
6. Number of female students: 156
7. Number of students coming to Middlebury for 1st time: 109
8. Number of students returning to study at Middlebury: 110
9. Number of Undergraduate students: 8
10. Number of Graduate students: 211
11. Number of students receiving some form of financial aid: 41
12. Number of candidates for the M.A. degree not completing this summer: 138
13. Number of students completing the M.A. degree this summer: 41
14. Number of M.Litt. degree candidates not completing this summer: NOT APPLI
15. Number of students completing the M.Litt. degree this summer: NOT APPLI
16. Number of applicants for the D.M.L. Program: 4
17. Number of D.M.L. degree candidates not completing this summer: 6
18. Number of students completing the D.M.L. degree this summer: 1
19. Number of "non-degree" students: 25
20. Number of students working for 1 credit: 0(3 for 0 credit)
21. Number of students working for 2 credits: 4
22. Number of students working for 3 credits: 0
23. Number of students working for 4 credits: 9
24. Number of students working for 5 credits: 5
25. Number of students working for 6 credits: 156
26. Number of students working for 7 credits: 28
27. Number of students working for 8 credits: 9
28. Number of students working for 9 credits: 5
29. Number of students working for 10 credits: 0
30. Number of auditors: 4
31. Number of on-campus students: 210
32. Number of off-campus students: 9
33. Average age of students: 24.59
34. Median age of students: 25

*1 auditor included actually started mid-session

APPENDIX F
(continued)

35. Number of public school teachers: 68
36. Number of private school teachers: 38
37. Number of junior and community college teachers: 1
38. Number of 4-year college teachers: 17
39. Number of graduate school teachers: 0
40. Number of students who received B.A. degree within last 5 years: 144
41. Number of students who received B.A. degree prior to last 5 years: 67
42. Number of students holding graduate degrees: 28
43. Number of faculty (anyone with a teaching assignment): 21
44. Number of staff (anyone without a teaching assignment): 8